Sussex School Games Organisers
Virtual Competitions & Festivals
2020/2021

# Athletics

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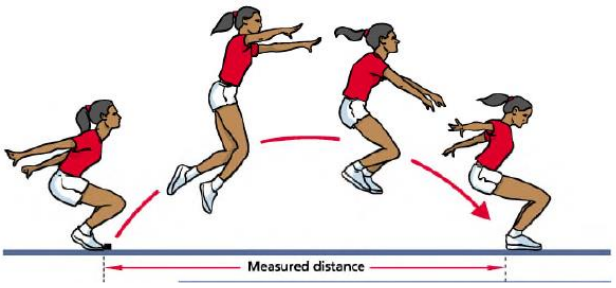
| **ACTIVITY** | **1. Standing Long Jump**<br>You will need a tape measure or a standing long jump mat if you have one. Ideally you will have 2 students measuring & recording. |
| **DESCRIPTION** | Standing with your feet shoulder width apart jump as far forwards as you can.<br>  <br><br>Allow students to have a practice.<br>• If using a standing long jump mat – students stand behind the datum line.<br>• If using a tape measure – use a line such as a throw down line, a line marking in the playground / hall and or chalk a line as the line to jump from.<br>• The student needs to stand with their toes behind the line, feet together, bend their knees and jump forwards with their feet together.<br>• One footed take off's are not permitted.<br>• The students measuring the jump measure from the take off line to the back of the closet heel on landing.<br>• Should the student step, fall or touch the matt behind the heel a no jump is recorded.<br>• All students have 3 jumps. |
| **SCORING** | All students have 3 jumps with the best jump being recorded onto the overall class spreadsheet.<br>Jumps should be recorded between 0.50cm and 2.80cm and input into the spreadsheet in cm's and metes rounded up to the nearest whole cm. |
| **ADAPTATIONS FOR EQUIPMENT / SPACE** | As mentioned above using a tape measure and jump line. If you have a meter ruler or a large piece of card this can help the students judging the event to out behind the heel of the jumper to them measure across to the tape measure. |

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| **ADAPTATIONS FOR INCLUSIVITY** | For students with balance, mobility and co-ordination issues – a partners could help them with the balance before they jumped. |
| **TEACHING POINTS** | Swing, your arms, bend and push from your knees and aim for height in the flight. |

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| **ACTIVITY** | **2. Speed Bounce**<br>You will need a speed bounce wedge and a stop watch.<br>Judges: 2 students to count bounces and a timer. |
| **DESCRIPTION** | Bounce over the wedge on two feet as many times as you can.<br>  <br>Allow students to have a practice between 10-15 bounces so they can work on their technique.<br>• Speed Bounce is a two-footed jump in which an athlete must take off and land on both feet – the athlete's feet should leave the mat simultaneously and land on the mat simultaneously.<br>• The athlete should cross the wedge as many times as possible in 20 seconds for both primary and secondary.<br>• Any athlete undertaking a trial and considered to be using an incorrect technique should be stopped, provided an explanation and permitted a fresh trial after an adequate rest period. |
| **SCORING** | All students have 3 attempts allow a rest & break between each jump.<br>You count the number of "good" bounces i.e. the number of times the athlete completes a two footed jump over the wedge. Whilst any bounce in which the athlete lands on the wedge should not be counted, it is not an offence to clip or brush the wedge. |
| **ADAPTATIONS FOR EQUIPMENT / SPACE** | If you haven't got a speed bounce you will need to find / make a wedge that is 20cm high – 9cm wide – and up to 60cm long. You could use a foam yoga / pliates block, rolled up towel or make a triangle wedge from cardboard.<br>To make the competition fair and equitable we are asking schools who haven't |

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| | got a speed bounce to try and make something as it's then harder then just jumping over a line. |
| **ADAPTATIONS FOR INCLUSIVITY** | For students with balance, mobility and co-ordination issues – you can remove the wedge.<br>Full guidance for disability group adaptations can be found by going to this link. |
| **TEACHING POINTS** | Keep good balance, bent knees and remember quality over quantity of two footed jumps. |

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| **ACTIVITY** | **3. Chest Push**<br>You will need a throw line, a tape measure, a 1kg ball for primary or a 2kg ball for secondary and a 3 different coloured cones.<br>Judges: Ideally you will have 2 students measuring & recording. |
| **DESCRIPTION** | Throw the ball as far as you can from your chest with both hands.<br>  <br>Allow students to have a practice.<br>• The student stand with the ball against their chest and pushed with both hands.<br>• Both feet must be remain in touch with the floor. One foot maybe in front of the other but no run ups or steps are allowed.<br>• No rotation of the trunk.<br>• Feet must stay behind the throw line. No throw if the students steps over this line.<br>• The throws are measured from the throw line to where the ball first touches the ground. A cone can be placed by the throws to help the students with the job of measuring.<br>• All students have 3 throws. |
| **SCORING** | All students have 3 throws with the best throw being recorded onto the overall class spreadsheet.<br>Throws should be recorded between 1.50m and 14.0, input into the spreadsheet in cm's and metes and recorded to the nearest 25cm. They need to be inputted into the spreadsheet in the increments of 0.25cm otherwise the spreadsheet will show an error message. |
| **ADAPTATIONS FOR EQUIPMENT / SPACE** | As mentioned above using a tape measure and throw line.<br>If you haven't got a 1kg ball or a 2kg ball use a size 4 netball or basketball for primary and a size 5 netball or basketball for secondary. |
| **ADAPTATIONS FOR INCLUSIVITY** | For students with balance, mobility and co-ordination issues – they can do these activity from a seated position. |

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| | Full guidance for disability group adaptations can be found by going to this link. |
| **TEACHING POINTS** | Aim high about 45 degrees and follow through with both arms. Remember to keep those feet grounded. |

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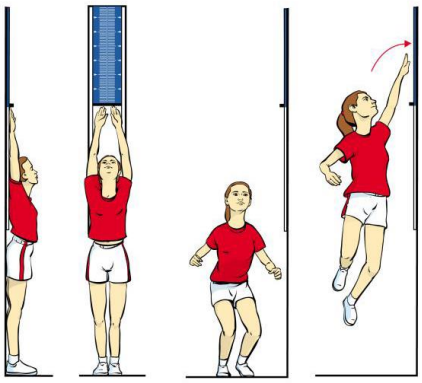
| **ACTIVITY** | **4. Vertical Jump**<br>You will need a vertical jump measurer or download here a paper vertical jump measure template here: Vertical Jump Template<br>Judges: Ideally 2 one to record the jump and the other to check they are jumping in the correct way. |
| **DESCRIPTION** | A jump from a standing position in which the participant competes against their own height and weight.<br>  <br>If using the paper template:<br>• The participant stands with their back and heels touching the wall. Both arms should be stretched upwards and legs straight.<br>• The printed scale provided should be stuck on the wall and a mark made where the top of the fingers reach when fully stretched.<br>• Turn side on, move 20cm away from the wall, jump and touch the scale at the highest point.<br>• Record the number reached and calculate the difference between stretched height and jumped height.<br>• The athlete is given 3 consecutive trials.<br><br>If using the vertical jump measurer:<br>• The athlete stands with their back, head and heels touching the wall.<br>• Both arms should be stretched upwards to push the sliding scale up with their fingertips. Elbows and fingers must be straight and arms should touch the side of the head. Feet must stay flat on the floor.<br>• Younger athletes can find it difficult to push the slide up and the judge may assist by raising the slide first and then bringing it down to meet the athlete's fingertips. The practice of "straightening" an athlete's |

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| | arms cannot be permitted. The following practice is recommended:<br>• The judge should encourage the athlete to stretch to their full extent and then, to stretch again.<br>• If the judge is not satisfied that the athlete has achieved a full stretch, the athlete should be advised of this and given a further opportunity to set the slide.<br>• The athlete must dip their fingertips in powder and stand sideways on to the wall with the jumping arm closest to the wall. They then jump from a standing position and touch the scale at the highest possible point.<br>• An athlete may bend their knees and swing their arms in preparation for the event but their feet must not leave the ground until they take their jump.<br>• Measurement should be taken to the nearest centimetre below the highest point of the chalk mark on the scale.<br>• The athlete is given 3 consecutive trials. |
| **SCORING** | If using the paper template: Record the number reached and calculate the difference between stretched height and jumped height. This should then be rounded up to a whole number between 1 – 80cm.<br><br>If using the VJ measurer: Measurement should be taken to the nearest centimetre below the highest point of the chalk mark on the scale. This should be a whole number between 1 – 80cm. |
| **ADAPTATIONS FOR EQUIPMENT / SPACE** | If you do not have access to a printer you can use a long ruler or tape measure to measure the difference between the finger tips when stretched up and the jump height achieved. |
| **ADAPTATIONS FOR INCLUSIVITY** | For students with balance and co-ordination issues – taking their time to gain their balance and confidence before they attempt to jump.<br>Full guidance for disability group adaptations can be found by going to this link. |
| **TEACHING POINTS** | Swing your arms by your side before you push your body up. |

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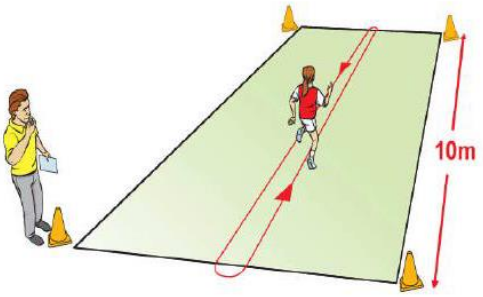
| **ACTIVITY** | **5. Shuttle Run**<br>You will need a tape measure, 4 cones and a stop watch.<br>Judges: Ideally you will have 2 students one timing and the other making sure they turn at the line and counts the number of laps. |
| **DESCRIPTION** | An event that develops the ability to accelerate, decelerate and change direction.<br>  <br>Allow students to have a practice.<br>• The athlete begins from a standing position behind the start line.<br>• On the whistle the athlete runs 10 metres to the set of cones opposite.<br>• The athlete must place one foot over the return line before turning and running in the opposite direction.<br>• After completing the 10 metre distance 10 times the clock is stopped when they re-cross the start line. |
| **SCORING** | Student sprints the 10m distance 10 times.<br>The time is taken to the tenth of a second.<br>0.2 second must be added if the athlete turns short of the line. |
| **ADAPTATIONS FOR EQUIPMENT / SPACE** | Ideally this activity should take place in the playground but you could also do this on the field. |
| **ADAPTATIONS FOR INCLUSIVITY** | For students with balance, mobility and co-ordination issues – they could do this activity at their own pace. A young person in a wheel chair could also take part in this activity.<br>Full guidance for disability group adaptations can be found by going to this link. |
| **TEACHING POINTS** | Concentrate on running quickly and turning in a straight line. Keep your body upright , pump your arms and think about your stride as you sprint. |